

# Rating Form

## 2009 Native American Congressional Internship Program

NAME:		SLR:	
INSTITUTION:		GPA	
TRIBE:			

Criteria ↓	Rating →	Below Average 1	Average 2	Good 3	Excellent 4	Outstanding 5
<b>1) Educational Goals &amp; Career Interests</b>						
<ul style="list-style-type: none"> <li>▸ Demonstrated interest in and commitment to learning about the federal government</li> <li>▸ Demonstrated commitment to support tribal communities or pursue career related to tribal gov't and/or public policy</li> <li>▸ Educational &amp; career goals will enable applicant to address tribal/NA interests</li> <li>▸ Involvement in campus or community activities, organizations, and clubs related to tribal/NA issues</li> <li>▸ Participation in internships, jobs, or research related to NA interests</li> <li>▸ Desire to use knowledge gained from internship to benefit tribal community or tribes in general</li> <li>▸ Goal statements supported by application</li> </ul>	Comments:					
<b>2) Personal Characteristics</b>						
<ul style="list-style-type: none"> <li>▸ Demonstrated leadership, takes initiative</li> <li>▸ Organizational and time management skills, takes responsibility</li> <li>▸ Demonstrated skills or knowledge that will be useful in a Congressional office or agency</li> <li>▸ Demonstrated interest in tribal/NA issues through community activities, public service, tribal gov't, and cultural activities</li> <li>▸ Awareness of issues and challenges currently facing Indian country</li> <li>▸ References attest to maturity, flexibility, self-motivation, and potential for making a difference</li> <li>▸ Recognition by peers, faculty, community</li> </ul>	Comments:					
<b>3) Essay</b>						
<ul style="list-style-type: none"> <li>▸ Understanding of MKU's legacy and contribution to Indian country</li> <li>▸ Strong writing skills and research ability (well-developed outline and research, uses outside sources effectively)</li> <li>▸ Quality of content (critical analysis of legislation, its impact towards Indian country, and relevance to his/her own educational/career goals)</li> </ul>	Comments:					
<b>4) Academics</b>						
<ul style="list-style-type: none"> <li>▸ Academic excellence (GPA, independent research, advanced coursework, overall improved performance)</li> <li>▸ Honors, recognition, awards, and merit-based scholarships</li> <li>▸ Recognized for professional achievements</li> <li>▸ Increased responsibility of job history</li> <li>▸ Integration between academic goals and prior experiences</li> </ul>	Comments:					
<b>Discretionary Points</b>		1 Point	2 Points	3 Points		
Please give discretionary points for promoting diversity: <ul style="list-style-type: none"> <li>▸ First-generation college student or non-traditional student</li> <li>▸ Has overcome adversity (academic, personal, physical, financial, heavy responsibility)</li> <li>▸ From a non-traditional institution</li> <li>▸ From a lesser-known Native American tribe or band</li> </ul>	Comments:					
<b>Reader's Initials:</b>	<b>TOTAL POINTS (23 maximum)</b>					

You are welcome to write additional comments on the back of this form.